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Abstract

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INSTRUCTIONAL OBJECTIVES FOR A JUNIOR COLLEGE COURSE IN SPANISH (SECOND SEMESTER)

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JC 690 429

SPANISH OBJECTIVES: SET # 1

ORGANIZATION OF UNITS OF INSTRUCTION. T P S.

The following objectives apply to Dialogue and Reading Selection of all units -unless otherwise indicated.

Objective I. 90% of students in class will correctly recite the Dialogue Units 17-24 when given a specific role.

Objective II. 80% of students in class will correctly answer, orally, in class, with no textbook for reference, 19 of 20 questions about the Dialogue Units 17-24 -with the question format as follows:

(20) question about information contained in Dialogue - so stated that answer is part of the line in Dialogue

Example - (From Dialogue) R. Pues digan lo que digan, Vargas Campo es el hombre del día.

Question: ¿Quién es el hombre del día?

Answer: Vargas Campo es el hombre del día.

Objective III. 70% of students in class will correctly answer, orally, in class, with no textbook for reference, 9 out of 10 questions relating to content of Dialogue Units 17-24 -with the question format as follows:

(10) question on the topic of the Dialogue, but relating to the student's actual experience -so stated that answer will elicit a Dialogue line with very few alterations.

Example - (From Dialogue) M. Lo único que te pedimos es que no estudies para abogado.

Question: ¿Qué le piden sus padres sobre sus estudios?

Answer: Lo único que me piden es que no estudie para médico.

Objective IV. 65% of students in class will correctly narrate, in class, with no textbook for reference, the Dialogue Units 17-24, when given a sequence of events, in each of 15 questions -with the question format as follows:

(15) question about what a character says in Dialogue - so stated that answer requires the use of a synonym or equivalent expression, but not the exact line of Dialogue.

Example - (From Dialogue) R. ¿De qué quieres que hablemos, mamá? ¿De vestidos?

Question: ¿Qué pregunta Ramón a su mamá?

Answer: Le pregunta si él y su padre tienen que hablar de vestidos.

Objective V. In post test, 80% of students in class will correctly select the Spanish word or phrase that is best defined by a written statement in Spanish, with the format as follows:

(30) written statement in Spanish defining a new word or phrase used in Dialogue or Reading Selection, followed by 4 Spanish words or idioms of which one and only one is correct.

Example - (From Reading Selection) E. Profesor, quiero que me dé unos consejos.

Definition: Recomendaciones u opiniones que algunos personas nos dan sobre nuestros problemas personales

Choices: a. amigos

b. comentarios

c. consejos

d. líos

Minimum achievement level is 28 out of 30

Objective VI. 70% of students in class will correctly answer, orally, in class, with no textbook for reference, 9 out of 10 questions relating to content of Reading Selection Units 17-24 - with question format as follows:

(10) question on the topic of Reading Selection, but related to student's actual experience -so stated that answer will elicit a Selection line with very few alterations.

Example - (From Reading Selection) E. Ay, señor, hay tantos abogados ahora que es difícil destacarse en ese campo.

Question: ¿Va Usted a estudiar para abogado?

Answer: Yo, no, porque hay tantos abogados ahora que es difícil destacarse en ese campo.

Objective VII. In post test, 80% of students in class will correctly underline the answer to 14 of 15 questions about Reading Selection Units 17-24 -with format as follows:

Given a narrative in Spanish about content of Reading

Selection (phrased avoiding repetition of exact words used in Selection, written with synonyms known to students and cognates new to them) followed by 15 questions in Spanish phrased with words used in Selection, the student will underline that portion of narrative that best answers questions and will write question numbers to the left of line in narrative where answer begins.

Objective VIII. In post test, 75% of students in class will correctly select the answer for 27 of 30 questions with format as follows:

(30) incomplete oral statement in Spanish with a generalized idea of the content presented in Units 17-24, followed by 4 written completions, in Spanish, of which only one is correct.

Objective IX. In post test, 75% of students in class will correctly select the answer for 27 of 30 questions with format as follows:

(30) complete oral statements in Spanish with a generalized idea of the content presented in Units 17-24, followed by 4 complete written statements in Spanish of which only one logically follows from given statement said by some speaker.

Objective X. In post test, 75% of students in class will correctly select the answer for 27 of 30 questions, with format

as follows:

(30) oral question in Spanish about generalized content presented in Units 17-24, followed by 4 complete written answers in Spanish of which only one is correct.

Objective XI. In Language Lab oral test, 80% of students in class will correctly answer 25 of 30 questions with format as follows:

1) model oral stumulus as it appears on section of tapes for Units 17-24, followed by appropriate answer.

29) oral stimulus as it appears on section of tapes for Units 17-24. The student will give appropriate answer.

UNITS

Unit 17

1. Objective I
2. Objective II
3. Objective III
4. Objective IV
5. 90% of students in class will correctly write in Spanish the present indicative or subjunctive of the verbs given in parenthesis, in the person indicated, for 38 of 40 questions - with the format as follows:

(15) Sentence in Spanish with main verb expressing knowledge, belief, perception, discovery, learning, report, prediction and dependent clause with verb left blank with inkinitive form given in parenthesis.
(15) sentence in Spanish with idea of main verb affecting the course of what happens in the dependent clause (cause it, encourage it, prevent it, discourage it) with verb of noun clause left blank and infinitive form given in parenthesis.
(10) sentence in Spanish with main verb expressing an attitude of like-dislike or acceptance-rejection and dependent noun clause with verb left blank and infinitive form given in parenthesis.

Examples

1. Yo sé que Juan (seguir) _____ mis consejos.
2. No creo que ellas (hacer)_____ nada mejor.
3. Sería mejor que tú (ir)_____ sin falta.

6. In post test, 90% of students in class will select the right answer for 19 of 20 questions with format as follows:

(10) sentence in Spanish expressing indirect command with verb left blank and infinitive given in parenthesis, followed by 4 verb forms with only one grapheme different in each form, of which one is correct.

Example. Sí, es mejor que ell los (llevar)_____

a. lleven

b. llevé

c. lleve

d. lleves

(10) sentence in Spanish expressing the "let's" command form with verb form left blank and infinitive given in parenthesis -followed by 4 verb forms with reflexive and objective pronouns in different positions, only one form being correct.

Example Es mejor hacer este trabajo ahora

Sí, (hacer) _____ ahora

a. nos lo hagamos

b. hagámonos

c. hagámoslo

d. hagámonoslo

7. In post test, 90% of students in class will correctly write the appropriate vowel ending for 5 given adjectives in 5 sentences -with format as follows:

(5) Model sentence in Spanish showing noun and adjective(s) with vowel indicating gender left blank. No other determiner in sentence will reveal gender vowel.

Example Dos cafés negr_s bien caliente, por favor

8. In post test, 90% of students in class will correctly select

the appropriate translation of portions of 20 English sentences, with format as follows:

(20) English sentence with a section structured as you soldiers, we doctors, us students, followed by Spanish translation of sentence with equivalent section left blank. Four answers are given of which only one is correct.

Example. We technicians drink too much coffee.

_____ bebemos demasiado café.

a. nosotmros, técnicos...

b. los técnicos, nosotros...

c. nosotros los técnicos...

d. técnicos...

Minimum achievement level: 19 correct.

9. Objective V

10. Objective VI

11. Objective VII

12. Objective VIII

13. Objective IX

14. Objective X

15. Objective XI

Unit 18

1. Objective I

2. Objective II

3. Objective III

4. Objective IV

5. In post test, 90% of students in class will correctly write in Spanish the present indicative or subjunctive of the verbs given in parenthesis, in the person indicated, for 48 of 50 questions, with format as follows:

(15) sentence in Spanish with dependent adverb clause introduced by conjunctions

como porque pues puesto que

ya que ahora que desde que

and verb form left blank with infinitive form given in parenthesis.

(10) sentence in Spanish with dependent adverb clause introduced by conjunction

antes (de) que con tal (de) que para que

sin que a menos que

and verb form left blank with infinitive form given in parenthesis.

(15) sentence in Spanish with dependent adverb clause introduced by conjunction

cuando hasta que tan pronto (como) en cuanto

como según donde aunque

and verb form left blank with infinitive form given in parenthesis and verb form in main clause indicating future by either of these structures

Ir (present) + a + infinitive

Verb (present) + time adverb indicating future
(10) sentence in Spanish with dependent adverb clause introduced by conjunction

cuando hasta que tan pronto (como)

en cuanto como según donde aunque

and verb form left blank with infinitive form given in parenthesis and verb form in main clause indicating extended present by content.

Example Vamos a llegar a las tres puesto que (salir) _____ a las siete

Es mejor ir a las cuatro para que ella (ir) _____ temprano.

Vamos a hacer el trabajo según nos (decir) _____ él.

Siempre hacemos la tarea como la (entender) _____.

6. In post test, 90% of students in class will correctly write in Spanish the present indicative of subjunctive of the verb given in parenthesis, in the person indicated, for 48 of 50 questions - with format as follows:

(20) sentence in Spanish with verb form in dependent clause (adjective clause) left blank and infinitive form given in parenthesis with subject for this form determined in content of main clause -that is, stated in main clause.

(30) sentence in Spanish with verb form in dependent adjective clause left blank and infinitive form given

in parenthesis -with subject for this verb form indetermined in content of main clause, that is, stated by neutral pronoun with no stated reference or words like lugar, nadie, algo, cosa, etc.

Example Es un loco idealista que todo lo (querer) _____ cambiar.

En esta casa no hay cosa que (estar) _____ en su lugar.

7. In post test, 80 % of students in class will correctly match the terms mass noun and count noun with appropriate definitions.

8. Objective V

9. Objective VIII

10. Objective IX

11. Objective X

Unit I9.

I. Objective I.

2. Objective II.

3. Objective III.

4. Objective IV.

5. In post test, 90% of students in class will correctly write in Spanish the preterite or imperfect subjunctive of the verbs given in parenthesis in the persons indicated for 80 of 85 questions with format as follows:

(I0) sentence in Spanish with main verb expressing Knowledge, beleif, perception, discovery, learning, report, prediction, used in either imperfect or preterite

indicative and dependent noun clause with verb left blank and infinitive form given in parenthesis.

(IO) sentence in Spanish with idea of main verb affecting the course of what happens in the dependent noun clause and main verb form either imperfect or preterite indicativ e with verb form left blank and infinitive form given in parenthesis.

(5) sentence in Spanish with main verb expressing an attitude of like-dislike or acceptance-rejection used in either imperfect or preterite indicative with verb form in noun clause left blank and infinitive form given in parenthesis.

(5) sentence in Spanish with main verb used in either preterite or imperfect indicative with dependent adverb clause introduced by conjunctions

como porque pues puesto que ya que

ahora que desde que

and verb form left blank with infinitive form given in parenthesis.

(5) sentence in Spanish with main verb used in either imperfect or preterite indicative with dependent adverb clause introduced by conjunctions

antes (de) que con tal (de) que para que

sin que a menos que

and verb form left blank with infinitive form given in parenthesis.

(IO) sentence in Spanish with dependent adverb clause

introduced by conjunctions

cuando hasta que tan pronto como en cuanto

como segun donde aunque

and verb form left blank with infinitive form given in parenthesis and **m**erb form in main clause indicating anticipation at the recall axis of orientation by either of these constructions:

Ir (imperfect) + a + infinitive

Verb (imperfect or preterite) + time adverb indicating anticipation at the recall point

(5) sentence in Spanish with dependent adverb clause introduced by conjunctions

cuando hasta que tan pronto como en cuanto

como segun donde aunque

and verb form left blank with infinitive form given in parenthesis and verb form in main clause indicating action in progress at recall axis of orientation.

(I0) sentence in Spanish with verb form in dependent adjective clause left blank and infinitive form given in parenthesis with subject for this verb form determined in content of main clause. Verb in main clause used in either imperfect or preterite indicative.

(I5) sentence in Spanish with verb form in dependent adjective clause left blank and infinitive form given in parenthesis with subject for this verb form undetermined

in content of main clause. Verb in main clause used in either imperfect or preterite indicative.

Example Yo sabía que Juan (seguir) _____ mis consejos.

Fue mejor que tú (ir) _____ sin falta, como él te dijo.

No creía que ellos (hacer) _____ nada malo.

Llegamos a las tres puesto que (salir) _____ a las siete.

Era mejor ir a las cuatro para que ella (llegar)_____ temprano.

Ibamos a hacer el trabajo según nos (decir) _____ él.

Siempre hacíamos la tarea como la (entender) _____.

Era un loco idealista que todo lo (querer) _____ cambiar

En la casa no había cosa que (estar) _____ en su lugar

6. In post test, 80 % of students in class will correctly write the Spanish translation of portions of English sentences with format as follows:

(IO) English sentence with verb in dependent clause used in either present, present progressive or future, followed by Spanish translation of main clause clause with verb in dependent clause left blank.

Example I hope you'll follow my advice.

Espero que _____ mis consejos.

(IO) English sentence with verb in dependent clause used in either past or present perfect, followed by Spanish translation of main clause with verb in dependent clause

left blank.

Example I'm sorry you didn't feel well last night.

Siento que no _____ bien anoche.

(I5) English sentence with construction

...as if + verb in past or with + ...
would or might

or

I wish + verb in the past or with + ...
would or might

followed by Spanish translation of English sentence except for construction indicated above.

Example I wish they knew about the radio.

_____ lo del radio.

Minimum achievement level: 30 correct of 35.

7. In classroom oral test, 90 % of students in class will correctly construct the diminutive form of 40 nouns ending in vowel, s or l.

8. In post test, 90 % of students in class will correctly write the symbols for singular (ø) or plural (n) morphemes for verb forms given in 25 Spanish sentences with such morphemes left blank according to the rules of agreement for collective nouns or fractions of a plural whole.

Example Nuestro pueblo jamás lo va_ a aceptar.

La ma_oría de la gente se opone_.

9. Objective V.

I0. Objective VI.

II. Objective VII.

I2. Objective VIII.

I3. Objective IX.

I4. Objective X.

Unit 20

I. Objective I.

2. Objective II.

3. Objective III.

4. Objective IV.

5. In clasroom oral test, all students in class will construct the future and conditional verb forms for all verbs studied up to Unit 20.

6. In classroom oral test, all students in class will correctly construct all the progressive forms for all verbs studied up to Unit 20.

7. In classroom oral test, all students in class will construct all the perfect forms for all verbs studied up to Unit 20.

8. In post test, 85 % of students in class will correctly write the verb form left blank for 50 sentences derived from previous sentences with format as follows:

(50)Two or more sentences in Spanish so constructed as to establish a definite sequence of events; last sentence, with verbform left blank, restates sequence.

Example I. ¿Será una molestia?
2. Nos lo preguntó.
3. Nos preguntó si _____ una molestia.

9. In post test, 85 % of students in class will correctly translate into Spanish portions of English sentences with format as follows:

(30) English sentence expressing probability in the present by either

probably do you suppose...

can....be..... must, ought to, should

followed by Spanish translation of sentence with equivalent expressions of those indicated above left blank.

Example He must be home.

_____ en casa.

I0. In post test, 90 % of students in class will correctly write the answers of 25 questions with format as follows:

(25) question in Spanish using verb in either conditional or conditional perfect with suggestion for answer given in short Spanish sentence in parenthesis. Answer to be an unlikely or unreal "if" clause.

Example (No tienes ni papel ni lápiz)

¿Escribirías la lección?

Sí. si _____ papel y lápiz.

II. IN post test, 90 % of students in class will correctly write for I0 given requests or criticisms, in Spanish, the two transformation corresponding to degrees of softening a request or criticism.

Example ¿Puedes prestarme veinte pesos?

¿_____ prestarme veinte pesos?

¿_____ prestarme veinte pesos?

I2. Objective V.

I3. Objective VIII.

I4. Objective IX.

I5. Objective X.

Unit 2I

I. Objective I.

2. Objective II.

3. ObjectiveIII.

4. Objective IV.

5. In post test, 90 % of students in class will correctly write three equivalent sentences with three different grammatical structures for each of 25 English sentences given with format as follows:

(25) English sentence with verb in main clause expressing perception of action indicated by verb in dependent clause, followed by Spanish translation of English sentence in terms of basic vocabulary. The student will write in Spanish three equivalent sentences of different structure translating given English sentence.

Example They saw Olga write the letter.

/ver/ /escribir/ /carta/

_____

Pronoun for Olga

_____

gerund

_____

pronoun for carta

Minimum achievement level: 23 sentences correct.

6. In classroom oral test, 90 % of students in class will match all femenine nouns beginning with stressed a with the masculine articles el/un when article directly precedes the noun.

7. In post test, 75% of students in class will correctly translate for I5 English sentences with construction

participle + by

the preposition By as either de or por . Minimum achievement level: I3 correct.

8. In post test, 70 % of students in class will correctly translate the prepositions with or in used in I5 English sentences by either de, con or en. Minimum achievement level: I2 correct.

9. In post test, 80 % of students in class will correctly translate the preposition at used in I5 English sentences by either en, or a. Minimum achievement level: I2 correct.

Io. Objective V.

II. Objective VI.

I2. Objective VIII.

I3. ObjectiveIX.

I4. Objective X.

Unit 22.

I. Objective I.

2. Objective II.

3. Objective III.

4. Objective IV.

5. In post test, 75 % of students in class will correctly write the verb form left blank in a Spanish sentence derived from two or more sentences, also in Spanish with format as follows:

(25) first sentence: statement or question with verb in the past expressing concern for something or

someone.

second sentence: statement with verb in the past expressing doubt.

derived sentence: statement with verb form left blank rephrasing the two sentences above.

Example Me pregunto dónde puso Pepe la pistola.

Quizá la ha dejado abajo.

La _____ abajo.

Minimum achievement level: 20 correct.

6. In post test, 90 % of students in class will correctly translate English expressions for postures (standing, sitting, lying down, etc) given in IO English sentences for Spanish equivalents (verb forms ending in -do) with agreement for gender and number.

Minimum achievement level: 8 correct.

7. Objective VI.

8. Objective VII.

9. Objective VIII.

IO. Objective IX.

II. Objective X.

Unit 23.

I. Objective I.

2. Objective II.

3. Objective III.

4. Objective IV.

5. In post test, 90 % of students in class will correctly write the prepositions para, por or de in 75 Spanish sentences with

format as follows:

(75) 25-30 word Spanish sentencewith preposition left blank. Sentence to include as much information as it is required to establish clearly and beyond doubt the preposition needed.

Example Fuimos a casa de Olga y al volver pasamos _____ casa de Pilar.

Hoy no es tu cumpleanos, Juanita; es el de Marta. Estas flores son _____ ella.

Hace poco vi al joven que me mencionaste ayer. ¿Recuerdas? El _____ los ojos verdes.

Minimum achievement level: 65 correct.

6. In classroom oral test, 90 % of students in class will correctly translate constructions of the type

noun modifying noun

for equivalent Spanish constructions

noun + de + noun

Minimum achievement level: 22 of 25 correct.

7. In post test, 75 % of students in class will correctly write translation of infinitive phrases given in 50 English sentences with format as follows:

(I0) English sentence with construction

....noun + infinitive phrase....

or

....noun + of + _____ing....

followed by Spanish translation of sentence with

infinitive phrase or gerund left blank. Student will write infinitive phras with preposition de.

Example H e gave the order to shoot.
Dio la orden _____.

They've always had the habit of arriving late.
Siempre han tenido la costumbre _____ _____ tarde.

(I5) English sentence with construction

.... adjective - infinitive phrase....

followed by Spanish translation of English sentence with infinitive phrase left blank. Student will write infinitive phrase with no preposition.

Example It's difficult to read in bed.
Es difícil _____ en la cama.

(I0) English sentence with construction

....noun + adjective + infinitive phrase ..
(implied object of infinitive) (taking implied object)

followed by Spanish translation of English sentence with infinitive phrase left blank Student will write infinitive phrase with preposition de.

Example It's a job difficult to finish.
Es un trabajo difícil _____.

(I5) English sentence with construction

....noun + adjective + infinitive phrase(taking implied subject)
(implied subject of infinitive)

followed by Spanish translation of English sentence with infinitive phrase left blank. Student will write infinitive phrase with preposition en.

Example You are always the last to make up your mind.
Tú eres siempre el último _____

Minimum achievement level: 42 correct.

8. Objective V.

9. Objective VIII.

IO. Objective IX.

II. Objective X.

Unit 24.

I. Objective I.

2. Objective II.

3. Objective III.

4. Objective IV.

5. Objective V.

6. Objective VI.

7. Objective VII.

8. Objective VIII.

9. Objective IX.

IO. Objective X.

SPANISH OBJECTIVES: SET # 2

UNIT I

Hernan Cortes

Mexico was conquered by Hernan Cortes in 1519. Aside from this type of specific data, there are some interesting accounts told about this famous man involving the actual conquest. The unit story concerns itself with such accounts, including Cortes' real reason for his expidition, the conspiracy of Montezuma, and some of the Aztec customs which faced Cortes as problems.

Objectives

I. Goal: The student will understand some of the basic concepts involving the importance of the man, Hernan Cortes.

Objective:

1. Outside class, given a list of 30 spanish questions about the story from Unit I, the stud nt will answer each question in a complete and correct spanish sentence, using class text by Moore as reference, with 95% accuracy.

2. In class, the student will answer orally in spanish to random questions which pertain to the Unit Istory on Hernan Cortes, without material references, with 95% accuracy. Two minutes will be allowed for the correct response.

3. Outside class, the student will, on an outline map of Mexico, lay out the entire route followed by Hernan Cortes in his conquest of the Aztec capital, including a legend and correct spanish spelling.

100

OR (alternate activity on next page).

I. Objective: 3. Outside class, the student will write a paper in Spanish, 200-300 words, in which he will relate the legend of the founding of Tenochtitlan, with accurate grammar. 100

II. Goal: The student will be able to apply the Spanish idioms introduced in the Unit I story.

Objective: 4. In class, given a list of 20 incomplete Spanish sentences, the student will orally complete the sentence in Spanish, when asked by the instructor, using an appropriate idiom from the unit story without references. 2 minutes will be given for a correct response. 95

UNIT Ia

Las Tribulaciones de Joe

The gramma tical concepts included in this unit are: 1. the definite and indefinite articles; 2. contractions; 3. the gender of nouns; 4. the formation of plural nouns. Each of these concepts are introduced through the unit story. Following the story, the rules for each case are enumerated.

Objectives

I. Goal: The student will learn to think in Spanish.

Objective: 1. In the language laboratory, the student will listen attentively, in Spanish, to the Unit Ia story on tape, a minimum of three times successively. 100

2. In the language laboratory the student will listen to 26 Spanish questions on tape, then after each question, he will repeat the question in correct Spanish outloud, a minimum of three times. This process is to be repeated a minimum of two times. 100

II. Goal: The student will understand the grammatical concepts of the definite and indefinite articles.

Objective: 3. Outside class, given a list of 18 incomplete Spanish sentences, the student will write the appropriate form of the definite article in the blank space provided, with correct spelling, using the text by Ugarte for reference. 95

4. Outside class, given a list of 10 incomplete Spanish sentences, the student will

II. Objective: 4. write the appropriate form of the indefinite article in the blank space provided, with correct spelling, using th class text by Ugarte for reference. 95

III. Goal: The student will understand the uses of the various Spanish idioms introduced in the Unit Ia story.

Objective: 5. In class, the student will orally answer in Spanish any questions asked of him concerning the unit story, correctly employing the newly introduced idioms, without references. Two minutes allowed for a correct response. 95

Objective: 6. In class, given a list of 18 spanish idioms taken from the unit story, the student will write a statement in Spanish using each idiom with grammatical accuracy, using the text by Ugarte as reference in 20 minutes, and then recite his choices to the class when called upon by the instructor with accurate pronounciation. 95

UNIT II

Francisco Pizarro

The ambitions and conquests of Francisco Pizarro are revealed in this unit story. Also included are important cultural aspects of the Inca indians, climatic conditions of Peru, and the famous Temple of the Sun.

Objectives

I. Goal: The student will understand some of the basic concepts involving the importance of the man, Francisco Pizarro, and some historical and cultural aspects of Peru.

Objectives:

1. Outside class, given a list of 30 Spanish questions pertinent to the unit story, the student will answer each question in a complete and correct Spanish sentence, using class text by Moore a s reference. 95

2. In class, the student will answer random Spanish questions orally which pertain to the unit story and discuss these in more detail than one sentence, using his memory as reference. 95

3. Outside class, the student will, on an outline map, trace the route followed by Francisco Pizarro from the Isthmus of Panama to Cajamarca, in correct Spanish, and include a map legend. 100

OR Outside class, the student will write a paper, 350-600 words, in Spanish comparing the Inca and the Aztec civilizations, including the follwoing: a. manner of choosing the ruler and the form of govern-

ment; b. the extent of the Empire and c. arts and crafts, with grammatical accuracy. Include a bibliography. 95

II. Goal: The student will become familiar with and be able to apply the Spanish idomatic phrases introduced in this unit story.

Objective: 4. In class, given a list of 8 incomplete Spanish sentences, the student will orally choose the appropriate idomatic phrase for a specific sentence when asked by the instructor, using a list of three possible answers for each sentence. Two minutes allowed for each correct response. 95

UNIT IIa

El Arte de Aprender Espanol

The grammatical concepts included in this unit which are an integral part of language proficiency are: 1. the adjective; 2. position of adjective; 3. adjectives used with names; 4. adverbs derived from adjectives; 5. adjective numerals (cardinal and ordinal).

Ea ch of these concepts are introduced through the unit story, which is followed by rules for each case.

Objectives

I. Goal: The student will learn to think in Spanish.

Objective:

1. In the language laboratory the student will listen attentively to the unit story on tape, a minimun of three times successively. 100

2. In the language laboratory the student will listen attentively to 22 Spanish questions about the story, and then, after each question he will repeat the question in Spanish outloud three times successively with accurate pronounciation. This process is to be repeated a minimun of two times. 100

3. In the language laboratory the student will listen to 8 spanish questions on tape about the story, and then, after each question he will answer in a complete correct Spanish sentence outloud. One minute is allowed for a correct response without material reference. Repeat process two times successively. 90

II. Goal: The student will understand the grammatical concepts of the use of the adjective in Spanish.

Objective: 4. Outside class, given a list of 23 incomplete Spanish sentences, the student will write the appropriate form of the adjective in the blank space provided, using the text by Ugarte as reference. 95

5. In class, given a list of 15 nouns, each with one or two incompletely spelled adjectives, the student will write sentences for each series of words choosing the proper form of the adjective in the most appropriate position, without material reference, in 25-30 minutes. 95

III. Goal: The student will understand the uses of the various Spanish idioms introduced in this unit.

Objective: 6. In class, the student will answer orally in correct Spanish any question asked of him concerning this unit story, employing the newly introduced idioms, without references. Two minutes allowed for each correct response. 95

7. In class, given a list of 24 Spanish idioms and expressions from the unit story, the student will write a short simple statement in correct Spanish, using text by Ugarte for reference in 30 minutes, and then recite selected choices when asked by the instructor with accurate pronounciation. 100

UNIT III

Pedro de Valdivia

Here we find the story of the conquest of Chile, with the involvement of men other than Valdivia such as Diego de Almagro, and the beginnings of towns named by Valdivia himself. La Araucana, a famous peruvian poem and legend is introduced in this unit story, showing the sorrow of the people.

Objectives

I. Goal: The student will comprehend some of the aspects involved in the conquest of Peru, and the meaning of the poem, La Araucana.

Objective:

1. Outside class, given a list of 30 Spanish questions pertinent to the unit story, the student will answer each question with a complete and correct Spanish sentence, using class text by Moore as reference. 95

2. In class, the student will answer random Spanish questions orally which pertain to the unit story, and discuss these in more detail than one sentence, using his memory as reference. 2-3 minutes will be allowed for each correct response. 95

3. Outside class, the student will write a paper, 300-500 words, comparing the difficulties of Diego de Almagro's expedition by the mountain route to that of Pedro de Valdivia by the costal route, including reasons for each route. Include a bibliography. 95

OR (alternate activity on next page)

I. Objective: 3. Outside class, the student will name the towns founded by Pedro Valdivia, including dates and circumstances of founding. Include a bibliography. 95

OR Outside class, the student will write a paper of 300-400 words in which he describes two of the leading characters in La Araucana. Include a bibliography. 95

II. Goal: The student will become familiar with and be able to apply the Spanish idomatic phrases introduced in this unit story.

Objective: 1. In class, the student will define six given Spanish idomatic phrases from the unit story first written, then orally when asked by the instructor. The definition is to be in Spanish, 2 minutes will be allowed for a complete and correct response. 95
Without aid of reference materials.

UNIT IIIa

Examen de Conciencia

Unit IIIa is concerned with the following grammatical concepts: 1. the verb; 2. the present indicative; 3. the indefinite preterite and the imperfect preterite; 4. the verb HACER in temporal expressions. Each grammatical concept above is introduced in the text unit story, which is followed by explanations of each concept.

Objectives

I. Goal: The student will learn to think in Spanish.

Objective: 1. In the language laboratory the student will listen attentively in Spanish to the unit story on tape a minimum of three times successively. 100

2. In the language laboratory the student will listen attentively in Spanish to 21 Spanish questions on tape pertaining to the story, and after each question he will repeat the question in Spanish outloud three times successively with accurate pronounciation. Process to be repeated a minimum of two times successively. 100

3. In the language laboratory, the student will listen attentively in Spanish to 10 Spanish questions on tape about the story, and after each question he will answer in a complete, correct Spanish sentence without meterial references. One minute allowed for each correct response. Repeat process a minimum of two times successively. 90

II. Goal: The student will understand the correct grammatical use of the indefinite preterite and the imperfect preterite, and of the verb HACER.

Objective: 4. Outside class, given a list of 10 Spanish sentences, the student will replace each infinitive in parentheses for the corresponding form of the present, indefinite preterite and imperfect preterite of the indicative, using the class text by Ugarte as reference. 95

5. In class, given a list of 20 Spanish sentences, the student will orally give the appropriate form of the indefinite preterite or of the imperfect preterite for each of the infinitives in parentheses, without reference materials. Two minutes will be allowed for a correct response. 95

6. Outside class, given a list of five Spanish sentences, the student will replace the infinitives in parentheses with the appropriate form or forms of the verb, using class text by Ugarte as reference. 95

III. Goal: The student will understand the uses of the various Spanish idioms introduced in this unit.

Objectives: 7. In class, the student will answer orally in correct Spanish any question asked of him concerning this unit story, employing the newly introduced idioms, without reference materials. Two minutes will be allowed for each correct response. 95

8. In class, given a list of 24 Spanish idioms and expressions from the unitystory, the student will write a short simple statement in correct Spanish for each, using text by Ugarte as reference, in 30 minutes, then recite selected choices when asked by the instructor with accurate pronounciation. 100

UNIT IV

Quesada, Balalcazar y Federman

This unit story brings alive the unexplanable by chance meetings of three adventurers who became the first caucasians to enter an area near Bogota, Colombia. This situation is presented quite comically since each man thought himself the first and only caucasian in the area, until, of course, they met.

Objectives

I. **Goal:** The student will comprehend the significance of these three expeditions, along with the legend of El Dorado.

Objective:

1. Outside class, given a list of 30 Spanish questions pertinent to the story, the student will answer each question with a complete and correct Spanish sentence, using class text by Moore as reference. 95

2. In class, the student will answer random Spanish questions orally which pertain to the story, and discuss these in more detail than one sentence, using his memory as reference. 2-3 minutes will be allowed for each correct response. 95

3. Outside class, the student will write a paper of 350-550 words, in which he describes the preparations made by Gonzalo Jimenez de Quesada for his expedition into the interior. Written in Spanish, include a bibliography. 95

OR Outside class, the student will write a paper in Spanish of 350-550 words in which he relates the story of El Dorado, including your opinion concerning the validity of such a story, and a bibliography. 95

II. Goal: The student will become familiar with and be able to apply the Spanish idiomatic phrases introduced in this unit.

Objective: 1. In class, the student will write 10 complete Spanish sentences for a given list of 10 incomplete Spanish sentences based on the unit story, correctly employing the Spanish idiomatic phrases from the story, without aid of references. 95

UNIT IVa

Para Que Sirve Aprender Espanol?

This unit of study introduces the following important grammatical concepts: 1. the future; 2. the uses of the infinitive; 3. verbs with a preposition preceding an infinitive,; 4. the gerund; and 5. the passive participle. Each of the grammatical concepts above is introduced through the text unit story, which is followed by explanations of each concept.

Objectives

I. Goal: The student will learn to think in Spanish.

Objective:

1. In the language laboratory the student will listen attentively to the unit story on tape a minimum of three times successively (listen in Spanish). 100

2. In the language laboratory the student will listen attentively in Spanish to 15 Spanish questions on tape pertaining to the story, and after each question he will repeat the question in Spanish outloud three times successively with accurate pronounciation. Process to be repeated a minimum of two times successively. 100

3. In the language laboratory the student will listen attentively in Spanish to 7 Spanish questions on tape about the story, and after each question he will answer in a complete correct Spanish sentence outloud, without material references. One minute allowed for a correct response. Repeat process a minumum of two times successively. 90

II. Goal: The student will understand the correct grammatical use of the future and conditional, the gerund and the passive participle, and of the preposition.

Objective: 4. Outside class, given a list of 11 Spanish sentences, the student will replace each infinitive in parentheses for the corresponding form of the future and the conditional, using the text by Ugarte as reference. 95

5. In class, given a list of 14 Spanish sentences, the student will give orally the appropriate form of the gerund or passive participle for each of the infinitives in parentheses, without reference, when asked by the instructor. Two minutes allowed for a correct response. 95

6. Outside class, given a list of 12 Spanish sentences, the student will write the appropriate preposition in the blank space provided, using class text by Ugarte as reference. 95

III. Goal: The student will understand the uses of the various Spanish idioms introduced in this unit.

Objective: 7. In class, the student will answer orally in Spanish any question asked of him concerning this unit story, employing the newly introduced idioms, without references. Two minutes allowed for a correct response. 95

8. In class, given a list of 24 Spanish idioms and expressions from the unit story, the student will write a short simple statement in correct Spanish for each, using text by Ugarte as reference in 30 minutes, then recite selected choices when asked by the instructor with accurate pronounciation. 100

UNIT V

Simon Bolivar

The liberator of Venezuela and other countries, Simon Bolivar, is brought to light in this unit. Discussed are historical aspects as his crossing of the Andes, and personal aspects of his life. Also brought out are essencial aspects of the wars for independence in Latin America.

Objectives

I. Goal: The student will understand the significance of the Latin American wars for independence and Simon Bolivar's part in them.

Objective:

1. Outside class, given a list of 30 Spanish questions pertinent to the story, the student will answer each question with a complete and correct Spanish sentence, using class text by Moore as reference. 95

2. In class, the student will answer random Spanish questions orally which pertain to the story, and discuss these in more detail than one sentence, using his memory as reference. 2-3 minutes will be allowed for each correct response. 95

3. Outside class, the student will list in parallel columns the causes of the wars for independence of the Latin American colonies and of the North American colonies, in a paper of 350-550 words in correct Spanish. Include a bibliography. 95

OR Outside class, the student will write a paper of 350-550 words in Spanish in which

I. Objective: 3. he briefly traces the military campaigns of Simon Bolivar. Include a bibliography. 100

OR Outside class, the student will write a paper in Spanish of 450-650- words in which he discusses the role played by Antonio Sucre, one of Bolivar's generals, in the conquest of Peru. Include a bibliography. 95

II. Goal: The student will become familiar with and be able to apply the Spanish idiomatic phrases introduced in this unit.

Objective: 4. In class, the student will write 8 original complete and correct Spanish sentences for a list of 8 idioms taken from the unit story, correctly employing the idiom in the sentences, without aid of references. 95

UNIT Va

En El Circulo Espanol

Only two grammatical concepts are emphasized in this unit, but are nevertheless important: 1. radical changing verbs; and 2. orthographic changing verbs. These two concepts are introduced through the text unit story, and this is followed by rules applying to each case.

Objectives

I. **Goal**: The student will learn to think in Spanish.

Objective: 1. In the language laboratory the student will listen attentively in Spanish to the unit story on tape a minimum of three times successively. 100

2. In the language laboratory the student will listen attentively in Spanish to 20 Spanish questions on tape pertaining to the story, and after each question he will repeat the question in Spanish outloud three times successively with accurate pronounciation. Process to be repeated a minimum of two times successively. 100

3. In the language laboratory the student will listen attentively in Spanish to 10 Spanish questions on tape about the story, and after each question he will answer outloud in a complete, correct Spanish sentence without references. One minute allowed for a correct response. Repear process a minimum of two times successively. 90

II. **Goal**: The student will understand the correct grammatical uses of radical and orthographic changing verbs.

II. Objective: 4. Outside class, given a list of 20 Spanish sentences, the student will replace each infinitive in parentheses with the appropriate form of the present indicative, with correct verb spelling changes, using text by Ugarte as reference. 95

5. In class, given a list of 12 Spanish sentences, the student will give orally the appropriate form of the present, indefinite preterite or gerund in place of the infinitives in parentheses, with correct verb spelling changes, without references. Two minutes will be allowed for a correct response. 95

III. Goal: The student will understand the uses of the various Spanish idioms introduced in this unit.

Objective: 6. In class the student will answer orally in correct Spanish any question asked of him concerning this unit story, employing the newly introduced idioms, without reference. Two minutes allowed for a correct response. 95

7. In class, given a list of 23 Spanish idioms and expressions from the unit story, the student will write a short simple statement in correct Spanish for each, using text by Ugarte as reference, in 30 minutes, then recite selected choices when asked by the instructor with accurate pronounciation. Statements to be original. 100

UNIT VI

Jose de San Martin

The independence of Chile, an important event in the history of Latin America, is discussed in this unit. This includes not only the well known actions leading to the independence, but also the "secret conference" between San Martin and Bolivar, which had a vita l marking on the governmental outcome of Chile, and the fact of San Martin's criolloismo as an added disadvantage.

Objectives

I. Goal: The student will become involved with the activities of the chilean independence, and the part played in it by San Martin.

Objective:

1. Outside class, given a list of 30 Spanish questions pertinent to the story, the student will answer each question with a complete and correct Spanish sentence, using class text by Moore as reference. 95

2. In class the student will answer random Spanish questions orally which pertain to the story, and discuss these in more than one sentence, using his memory as reference. 2-3 minutes allowed for a correct response. 95

3. Outside class, the student will write a paper in Spanish of 350-550 words in which he discusses the position of the "criollo" in Latin American history; include: 1. advantages; 2. disadvantages; and 3. give a definition of the word. Include a bibliography. 95

OR (alternate activities on next page).

I. Objective: 3. Outside class, the student will, on an outline map of the area, trace the route followed by Jose de San Martin in his conquest of Chile and Peru. Include a legend, and a bibliography. All writing must be in Spanish. 100

OR Outside class the student will write a paper in Spanish of 450-650 words in which he compares Simon Bolivar and Jose de San Martin using the following headings: a. military genius; b. generosity of character; c. final accomplishments. 95

II. Goal: The student will become familiar with and be able to apply the Spanish idiomatic phrases introduced in this unit of study.

Objective: 4. In class, the student will complete 10 incomplete Spanish sentences by placing the correct idiomatic phrase in the blank spaces provided, without aid of references. 95

UNIT VIa

Nostalgia

Reflexive verbs, the verb GUSTAR and other similar verbs, and the personal preposition "a" are the important grammatical concepts introduced in this unit of study. Each of these noted concepts are introduced through the unit story, which is followed by explanations of each case.

Objectives

I. **Goal:** The student will learn to think in Spanish.

Objective:

1. In the language laboratory the student will listen attentively in Spanish to the unit story on tape a minimum of three times successively. 100

2. In the language laboratory the student will listen attentively in Spanish to 20 Spanish questions pertinent to the story, and after each question given on the tape, he will repeat the question in Spanish outloud three times successively with accurate pronunciation. Process to be repeated a minimum of two times successively. 100

3. In the language laboratory, the student will listen attentively in Spanish to 9 Spanishquestions on tape about the story, and after each question he will answer in a complete, correct Spanish sentence without references. One minute allowed for a correct response. Repeat process a minimum of two times successively. 90

II. **Goal:** The student will comprehend the grammatical essence of reflexive verbs and verbs like GUSTAR.

II. Objective: 4. Outside class the student will write answers to a given list of 17 Spanish questions, with a complete and correct Spanish sentence employing the same verb as is in each question, using the class text by Ugarte as reference. 95

III. Goal: The student will understand the uses of the various Spanish idioms introduced in the unit.

Objective: 5. In class, the student will answer orally in correct Spanish any question asked of him concerning the unit story, employing the newly introduced idioms, without reference materials. Two minutes allowed for a correct response. 95

6. In class, given a list of 23 Spanish idioms and expressions from the unit story, the student will write a short simple statement in correct Spanish for each, using text by Ugarte as reference, in 30 minutes, then recite selected choices when asked by the instructor with accurate pronounciation. 100

UNIT VII

Bernardo O'Higgins

Oddly enough, an irishman is the one who helped San Martin to organize a strong army in Mendoza in order to take over the Spanish in liberating Chile. It is this irishman, Bernardo O'Higgins, who became Chile's first dictator. Francisco Miranda is also introduced as O'Higgins' professor.

Objectives

I. Goal: The student will appreciate the historical aspects regarding a foreigner in the liberation of a Latin American country.

Objective:

1. Outside class, given a list of 30 Spanish questions pertinent to the story, the student will answer each question with a complete and correct Spanish sentence, using class text by Moore as reference. 95

2. In class, the student will answer random Spanish questions orally which pertain to the story, and discuss these in more detail than one sentence, using his memory as reference. 2-3 minutes will be allowed for a correct response. 95

3. Outside class the student will write a paper in Spanish of 350-550 words outlining the social institutions in Latin America during the colonial period, including the following: a. Council of the Indies; b. Casa de Contratacion; c. Adelantado; d. Audiencia; e. Alcalde; f. Cabildo; and g. Corregidor. Include also a bibliography. 100

OR (alternate activity on next page).

I. Objective: 3. Outside class, the student will write a paper in Spanish of400-600 words discussing the part played by Bernardo O'Higgins in the Chilean struggle for independence. 100

II. Goal: The student will become familiar with and be able to apply the Spanish idiomatic phrases introduced in this unit of study.

Objective: 4. In class, given a list of incomplete Spanish sentences (10), the student will will write complete sentences by filling the blank spaces with the appropriate idiomatic phrases from the unit story, without aid of references. 95

UNIT VIIa

Joe Decide Especializarse En Espanol

This unit of study introduces the conjugation of the present subjunctive, commands, irregular imperatives and personal pronouns as the next essencial grammatical concepts in the understanding of the Spanish language. Each of these grammatical concepts are introduced through the text unit story, which is followed by rules of each case.

Objectives

I. **Goal:** The student will learn to think in Spanish.

Objective:

1. In the language laboratory the student will listen attentively in Spanish to the unit story on tape a minimum of three times successively. 100

2. In the language laboratory the student will listen attentively in Spanish to 20 Spanish questions pertinent to the story on tape, and a fter each question he will repeat the question in Spanish outloud three times successively with accurate pronunciation. Process to be repeated a minimum of two times successively. 100

3. In the language laboratory the student will listen attentively in Spanish to 8 Spanish questions on tape about the story, and after each question he will answer in a complete correct Spanish sentence without references. One minute allowed for a correct response. Repeat process a minimum of two times successively. 90

II. Goal: The student will understand the concepts of commands, negative and affirmative, and of the use of pronouns.

Objective:

4. Outside class, given a list of 7 Spanish infinitives, the student will write an affirmative command and a negative command for each, with accurate spelling, using the class text by Ugarte as reference. 95

5. In class, given a list of 12 affirmative commands, the student will orally change these to negative commands when asked by the instructor, without references. One minute allowed for a correct response. 95

6. Outside class, the student will write answers to a given list of 8 Spanish questions in a complete Spanish sentence using the appropriate pronouns. Class text by Ugarte as a reference. 95

7. In class, given a list of 9 Spanish statements, the student will change the statements by writing the corresponding pronoun for the existing nouns, in 25 minutes without reference. 95

III. Goal: The student will understand the uses of the various Spanish idioms introduced in this unit.

Objective:

8. In class, the student will answer orally in correct Spanish any question asked of him concerning this unit story, employing the newly introduced idioms, without references. Two minutes will be allowed for a correct response. 95

9. In class, given a list of 17 Spanish idioms and expressions from the unit story, the student will write an original short simple statement in correct Spanishfor each, using text by Ugarte as reference, in 20-25 minutes. 100

UNIT VIII

Miguel Hidalgo y Costilla

The United States isn't the only one who has a man known as the Father of the Country. Mexico also has a "George Washington", as this unit presents Hidalgo; his philosophies and activities and the famous "Grito de Delores" are discussed in this unit of study.

Objectives

I. Goal: The student will become acquainted with Mexico's history in reguard to her independence and Hidalgo's part in that fight.

Objective: 1. Outside class, given a list of 30 Spanish questions pertinent to the story, the student will answer each question with a complete and correct Spanish sentence, using class text by Moore as reference. 95

2. In class, the student will answer random Spanish questions orally which pertain to the story, and discuss these in more detail than one sentence, using his memory as reference. 2-3 minutes allowed for a correct response. 95

3. Outside class, the student will write a paper in Spanish of 450-550 words, in which he states the role played by the scientific and literary clubs that were organized in Latin America during the revolutionary period. Include a bibliography. 95

II. Goal: The student will become familiar with and be

SPANISH OBJECTIVES: SET # 3

UNIT VIIIa

La Generacion del '98

Emphasized in this unit are the following grammatical concepts: 1. irregular present subjunctive; 2. impersonal subjunctive expressions and other subjunctive uses; 3. personal pronouns after prepositions. These grammatical concepts are introduced in the unit story of the text, which is followed by explanations of each concept.

Objectives

I. Goal: The student will learn to think in Spanish.

Objective:

1. In the language laboratory the student will listen attentively in Spanish to the unit story on tape a minimum of three successive times. 100

2. In the language laboratory the student will listen attentively in Spanish to 21 Spanish questions on tape pertaining to the story, and after each question he will repeat the question in Spanish outloud three times successively with accurate propounciation. Process to be repeated a minimum of two successive times. 100

3. In the language laboratory the student will listen attentively in Spanish to 9 Spanish questions on tape about the story, and after each question he will answer in a complete, correct Spanish sentence without material references. One minute allowed for each correct response. Repeat process a minimum of two successive times. 95

II. GOAL: The student will understand the correct grammatical uses of the subjunctive.

Objective: 4. In class the student will write complete Spanish sentences for a list of 22 given incomplete Spanish sentences, by using the appropriate form of the verb which appears in the infinitive form in parentheses, in 35 minutes, using class text by Ugarte as reference. 95

III. Goal: The student will understand the uses of the various Spanish idioms introduced in this unit.

Objective: 5. In class, the student will answer orally in correct Spanish any question asked of him concerning the unit story, employing the newly introduced idioms correctly, without references. Two minutes allowed for a correct response. 95

6. Outside class, given a list of 20 Spanish idioms used in the unit story, the student will write a short original statement in correct Spanish for each, using text by Ugarte as reference. 100

UNIT IX

Benito Juarez

A man for whom many things have been named, being a Zapotec india n did not seem to interfer. This unit relates the activities of Juarez as a reformer and diplomat. Also, facts of Maximillian and Carlota are introduces, including notes of Carlota's personal diary, and the famous Castillo de Chapultepec.

Objectives

I. Goal: The student will become acquainted with the reasons for Juarez' importance in Latin American History.

Objective: 1. Outside class the student will answer a given list of 30 Spanish questions with a complete and correct Spanish sentence using class text by Moore as reference. 95

2. In class, the student will answer random Spanish questions orally which pertain to the unit story, and discuss these in more detail than one sentence, using memory as reference. 2-3 minutes allowed for a correct response. 95

3. Outside class, the student will write a paper in Spanish of 350-550 words in which he discusses the reform laws of Juarez, including reasons for, advantages and disadvantages of each. Include a bibliography. 95

II. Goal: The student will become familiar with and be able to apply the Spanish idioms in this unit.

Objective: 4. In class, the student will write 8 complete

II. Objective: 4. Spanish statements for a given list of 8 Spanish idioms taken from the text without references in 15-20 minutes. 95

UNIT IXa

Viaje de Estudios a Espana

Further grammatical uses of the subjunctive tense are the main concerns of this unit. These new uses are introduced through the unit story of the text, which is followed by explanations of these uses.

Objectives

I. Goal: The student will learn to think in Spanish.

Objective: 1. In the language laboratory the student will listen attentively in Spanish to the unit story on tape a minimum of three successive times. 100

2. In the language laboratory the student will listen attentively in spanish to 17 Spanish statements on tape pertaining to the story and after each statement he will repeat it in Spanish outloud three times successively, with accurate pronounciation. 100

3. In the language laboratory the student will listen attentively in Spanish to 8 Spanish questions on tape about the story, and after each question he will answer in a complete and correct Spanish sentence without references. One minute allowed for a correct response. Repeat process a minimum of three times successively. 95

II. Goal: The student will understand further grammatical uses of the subjunctive tense.

Objective: 4. Outside class, the student will write the appropriate form of the verb for the infinitives in parentheses, on a given list of

II. Objective: 4. 19 Spanish sentences, using the class text by Ugarte as reference. 95

UNIT X

Jose Marti

This unit is concerned with a revolucionary writer, Jose Matri, who began this career at the outbreak of the Ten Years' War in 1868. Inspite of all his years' spent in loyality to his cause, he finally died in vain.

Objectives

I. Goal: The student will become familiar with the revolucionary causes in which Marti found himself and his philosophies of such.

Objective:

1. Outside class, the student will write answers in complete and correct Spanish for a given list of 30 Spanish questions pertenent to the story, using class text by Moore as reference. 95.

2. In class, the student will answer random Spanish questions orally which pertain to the story, and discuss these in more detail than one sentence, using memory as reference. 2-3 minutes allowed for a correct response. 95

3. Outside class, the student will write a paper in Spanish of 350-550 words in which he discusses tè causes for the Cuban war for independence, and Matri's part in it. Include a bibliography. 95

OR Outside class, the student will write a paper in Spanish of 450-650 words which discusses the theories of government held by Marti and by the generals. Include a bibliography. 95

II. Goal: The student will become familiar with and be able to apply the Spanish idioms introduced in this unit.

Objective: 4. In class, the student will write his own list of at least 15 Spanish idioms introduced in this unit story. 100
Using text by Moore for reference;
in 30 minutes.

UNIT Xa

En el Pais Vasco

The travels through the Basque country continue the study the uses of the subjunctive tense. These various grammatical concepts of the subjunctive are introduced through the text unit story which is followed by rules for each particular case in question.

Objectives

I. Goal: The student will learn to think in Spanish.

Objective:

1. In the language laboratory the student will listen attentively in Spanish to the unit story on tape a minimum of three successive times. 100

2. In the language laboratory the student will listen attentively in Spanish to 16 Spanish statements on the tape pertaining to the story, and after each statement he will repeat it in Spanish outloud three times successively with accurate pronunciation. Process to be repeated a minimum of two times successively. 100

3. In the language laboratory, the student will listen attentively in Spanish to 10 Spanish questions on tape about the story and after each question he will answer in a complete, correct Spanish sentence outloud, without references. One minute is allowed for a correct response. Repeat process a minimum of two successive times. 95

II. Goal: The student will comprehend further grammatical concepts of the subjunctive.

Objective: 4. Outside class, given a list of 13 Spanish sentences, the student will write the appropriate form of the verb in place of the infinitives in parentheses, using the class text by Ugarte as reference. 95

5. In class, when asked a Spanish question by the instructor, the student will answer the question in Spanish with correct grammar and pronounciation, and using part of the question is his response. 2 minutes allowed for a correct response, without references. 95

III. Goal: The student will understand the uses of the various Spanish idioms introduced in this unit.

Objective: 6. In class, the student will answer orally in correct Spanish any question aksed of him concerning this unit story, without reference. Two minutes allowed for a correct response. 95

7. In class, given a list of 17 Spanish idioms and expressions from the unit story, the student will write an original short simple statement in correct Spanish for each, employing the idiom appropriately, using the class text by Ugarte as reference, in 30 minutes. 100

UNIT XI

Don Pedro II

Don Pedro II is the main figure in this unit, involving the rule of Portugal and the war of independence which began with the cry, "La Independencia o la Muerte!" Also brought out are acquaintances of Don Pedro such as Longfellow, Emerson, Holmes, and even Alexander Graham Bell.

Objectives

1. Goal: The student will become acquainted with the life of Don Pedro, and the fight of independence in which he was involved.

   Objective: **1.** Outside class the student will write answere in somplete and correct Spanish for a given list of 30 Spanish questions pertenent to the story, using the class text by Moore as reference. 95

   2. In class, the student will answer random Spanish questions orally which pertain to the story, and discuss these in more than one sentence, using memory as reference. 2-3 minutes allowed for a correct response. 95

   3. Outside class the student will write a paper in Spanish of 450-650 words in which he discusses the accomplishments of Don Juan in Brazil, include a bibliography. 95

   OR Outside class the student will write a paper in Spanish of 450-650 words in which he describes and discusses the causes of the abdiction of Don Pedro I. Include a bibliography. 95

I. Objective: 3.
OR The student, outside class, will write a paper in Spanish of 450-650 words describing the travels of Don Pedro II in America, including his acquaintances. Include a bibliography. 95

II. Goal: The student will become familiar with the various Spanish idioms introduced in this unit and be able to apply them appropriately.

Objective: 4. In class the student will write 8 original Spanish sentences for a given list of 8 Spanish idioms introduced in this unit, employing the idiom a propriately, in 15 minutes, without aid of refer nces. 95

UNIT XIa

Madrid

This unit brings the uses of the verbs SER and ESTAR to importance along with the passive voice and irregular verbs. As in units past, these grammatical concepts are introduced through the text unit story, which is followed by explanations of each concept.

Objectives

I. Goal: The student will learn to think in Spanish.

Objectives:

1. In the language laboratory the student will listen attentively to the unit story in Spanish on tape a minimum of three times in succession. 100

2. In the language laboratory the student will listen attentively in Spanish to 20 Spanish statements on tape pertaining to the story, and after each statement he will repeat it in Spanish outloud three times successively with accurate pronunciation. Process to be repeated a minimum of two times successively. 100

3. In the language laboratory the student will listen attentively in Spanish to 8 Spanish questions on tape about the story and answereeach question in a complete and correct Spanish sentence without references. One minute allowed for a correct response. Repeat process a minimum of two times successively. 95

II. Goal: The student will understand the uses of SER and ESTAR.

II. Objective: 4. Outside class, given a list of 16 incomplete Spanish sentences, the student will complete the sentences by supplying the appropriate form of the verb SER or ESTAR in the blank spaces provided.

III. Goal: The student will understand the uses of the various Spanish idioms introduced in this unit.

Objective: 5. In class the student will answer orally in correct Spanish any question asked of him concerning this unit story, employing the newly introduced idioms, without references. Two minutes allowed for a correct response.

UNIT XII

Sor Juana Ines de la Cruz

The only woman brought to discussion, this unit deals with Sor Juana as an accomplished writer at a very young age. Not only unusual in this respect, but also it was unusual for a woman of the sevententh century to be interested is such profound activities and to be recognized at the same time.

Objectives

I, Goal: The student will become familiar with the background of this literary figure, Sor Juana Ines de la Cruz.

Objective:

1. Outside class, given a list of 24 Spanish questions pertinent to the story, the student will answer each question with a complete and correct Spanish sentence, using class text by Moore as reference. 95

2. In class, the student will answer random Spanish questions orally which pertain to the story, and discuss these in more detail than one sentence, using memory as reference. 2-3 minutes allowed for a correct response. 95

3. Outside class, the student will write a paper in Spanish of 450-650 words, which discusses the literature of colonial Latin America with special emphasis on the chronicle and the epic. Include bibliography. 95

OR Outside class, the student will write a paper in Spanish of 550-800 words which discusses Sor Juana: a. biography, b. works, c. her influence on the times, d. style. Include a bibliography. 95

II. Goal: The student will become familiar with and be able to apply the Spanish idioms introduced in this unit of study.

Objective: 4. In class, the student will make a list of at least 15 idiomatic phrases from the story and use in an original Spanish sentence, using class text by Moore as reference, in 30 minutes. 95.

UNIT XIIa

La Ciudad Universitaria

This unit reviews the following grammatical concepts: 1. possessive adjectives; 2. possessive pronouns; 3. irregular verbs. Each grammatical concept above is introduced in the text unit story, which is followed by rules for each case.

Objectives

I. Goal: The student will learn to think in Spanish.

Objective: 1. In the language laboratory the student will listen attentively in Spanish to the unit story on tape a minimum of three times successively. 100

2. In the language laboratory the student will listen attentively in Spanish to 20 Spanish statements on tape pertaining to the story, and after each statement he will repeat it outloud in Spanish with accurate pronunciation three times. Process to be repeated a minimum of two times successively. 100

3. In the language laboratory the student will listen attentively in Spanish to 11 Spanish questions on tape about the story and after each question he will answer it outloud in a complete and correct Spanish sentence without references. One minute allowed for a correct response. Repeat process a minimum of two times successively. 95

II. Goal: The student will understand the uses of possessive adjectives and pronouns and of irregular verbs.

II. Objective: 4. The student, outside class, given a list of9 Spanish statements, will write the appropriate possessive pronoun for the existing possessive adjectives and nouns in each statement, using text by Ugarte as reference. 95

5. Outside class, the student will supply the appropriate form of the verb for the infinitive in parentheses in a list of 12 given Spanish statements, using class text by Ugarte as reference. 95

III. Goal: The student will understand the uses of the various Spanish idioms introduced in this unit.

Objective: 6. In class, given a list of 23 Spanish idioms from the story, the student will write original Spanish sentences, correctly employing these Spanish idioms in each sentence, using text by Ugarte as reference, in 30 minutes. 100

UNIT XIII

Domingo Faustino Sarmiento

Sarmiento, the reformer, educator, writer and liberal thinker in Latin American history is a man to be remembered. This unit concentrates on these aspects of Sarmiento, including his intent to become a useful man in society as did Ben Franklin. He realized this in establishing free schools for all.

Objectives

I. Goal: The student will become acquainted with the basic aspects in the life of D.F. Sarmiento.

Objective:

1. Outside class, given a list of 36 Spanish questions pertinent to the story, the student will answer each question with a complete and correct Spanish sentence, using class text by Moore as reference. 95

2. In class, the student will answer random Spanish questions orally, in Spanish, which pertain to the story, and discuss these in more detail than one sentence, using memory as reference. 2-3 minutes allowed for a correct response. 95

3. Outside class, the student will write a paper in Spanish of 450-650 words which discusses the ideas expressed by Sarmiento in "Educacion Popular". Include a bibliography. 95

II. Goal: The student will be able to apply the idioms introduced in this unit.

Objective:

4. The student will make his own list of at least 10 Spanish idioms from the story, in class without references, in 15 minutes. 90

UNIT XIIIa

Los Cursos Para Extranjeros

The grammatical concepts dealt with in this unit include the following: 1. demonstrative adjectives and pronouns; and 2. additional irregular verbs. Each of these concepts are introduced through the text unit story, which is followed by explanations of the same.

Objectives

I. Goal: The student will learn to think in Spanish.

Objective:

1. In the language laboratory the student will listen attentively in Spanish to the unit story on tape a minimum of three times successively. 100

2. In the language laboratory the student will listen attentively in Spanish to 17 Spanish statements on tape pertaining to the story, and after each statement he will repeat the statement in Spanish out-loud three times successively. Process to be repeated a minimum of two times successively. 100

3. In the language laboratory the student will listen attentively in Spanish to 8 Spanish questions on tape about the story and after each question he will answer it in a complete, correct Spanish sentence without references. One minute allowed for a correct response. Repeat process a minimum of two times successively. 95

II. Goal: The student will understand the uses of demonstrative adjectives and pronouns, and irregular verbs.

II. Objective: 4. Outside class the student will replace the demonstrative adjectives and nouns in a given list of 9 Spanish sentences with the corresponding pronouns, using the class text by Ugarte as reference. 95

5. Outside class, given a list of 15 Spanish statements, the student will replace the infinitive in parentheses with the appropriate form of the verb, using class text by Ugarte as reference. 95

III. Goal: The student will understand the uses of the various spanish idioms introduced in this unit.

Objective: 6. In class the student will answer orally in correct Spanish any question asked of him concerning this unit story, employing the newly introduced idioms correctly, without reference. Two minutes allowed for a correct response. 95

7. In class, given a list of 23 Spanish idioms from this unit, the student will give orally a Spanish sentence for an idiom when asked by the instructor, employing the idiom correctly, two minutes allowed for a correct response, no references. 95

UNIT XIV

Ruben Dario

Ruben Dario is one of the most celebrated Spanish poets. This unit follows Dario's background to becoming a recognized poet, from seven years of age through his publication of "Azul" and the definite establishment of modernism in Latin American literature.

Objectives

I. Goal: The student will become acquainted with the basic aspects of the life and works of Ruben Dario.

Objective:

1. Outside class, given a list of 24 Spanish questions pertinent to the story, the student will answer each question with a complete, correct Spanish sentence, using class text by Moore as reference. 95

2. Incclass, the student will answer random Spanish questions orally which pertain to the unit story, and discuss these in more than three sentences, using menory as reference, 2-3 minutes allowed for a correct response. 95

3. Outside class, the student will write a paper in Spanish of 450-750 words which discusses the modernistic tendency in Latin American poetry, including a. the fundamental ideals and b. the principle people involved. Include bibliography. 95

OR Outside class the student will write a paper in Spanish of 450-650 words which deals with the comparison of the publicatinn of Azul to that of Lyrical Ballads. Include a bibliography. 95

II. Goal: The student will become familiar with the Spanish idioms of this unit and be able to apply them correctly.

Objective: 4. In class, the student will write 10 complete Spanish sentences for a given list of 10 incomplete Spanish sentences based on the story, correctly employing the Spanish idioms, without aid of references. 95

UNIT XIVa

El Placer de Vivir en Madrid

This unit introduces the following essencial grammatical concepts: 1. indefinite pronouns and adjectives; 2. relative pronouns; 3. the interrogatives QUE and CUAL; 4. exclamations; 5. further irregular verbs. Each of these grammatical concepts are dealt with in the text unit story, which is followed by explanations of each concept.

Objectives

I. Goal: The student will learn to think in Spanish.

Objectives:

1. In the language laboratory the student will listen a ttentively in Spanish to the unit story on tape a minimum of three times successively. 100

2. In the language laboratory the student will listen attentively in Spanish to 16 Spanish statements pertaining to the story, and after each statement he will repeat the statement outloud in Spanish three times successively. Process to be repeated a minimum of two times successively. 100

3. In the language laboratory the student will listen attentively in Spanish to 10 Spanish questions on tape about the story, and he will then answer each question in a complete, correct Spanish sentence outloud without references. One minute allowed for a correct response. Repeat process a minimum of two times successively. 95

II. Goal: The student will understand the uses of pronouns, interrogatives, and irregular verbs.

Objective: 4. Outside class, given a list of 9 incomplete Spanish sentences, the student will make them complete by writing the appropriate pronoun in the blank space provided, using the text by Ugarte as reference. 95

5. Outside class, given a list of 8 incomplete questions, the student will make them complete by writing the appropriate word, QUE or CUAL, in the blank space provided using text by Ugarte as reference. 95

6. In class, given a list of 9 Spanish statements, the student will orally give the appropriate form of the verb for each infinitive in parentheses, without reference. Two minutes allowed for a correct response. 95

III. Goal: The student will understand the uses of the various Spanish idioms introduced in this unit.

Objective: 7. In class, the student will answer orally in Spanish any question asked of him concerning this unit story, employing the newlt introduced idioms, without reference Two minutes allowed for a correct response. 95

8. In class, given a list of 20 Spanish idioms from this unit, the student will orally put the idiom into an original statement correctly when asked by the instructor, without references, two minutes allowed for a correct response. 95

UNIT XV

Diego Rivera

The group of painters known as "muralistas" is exemplified by Diego Rivera of Mexico. This unit deals with the life and philosophies of the painter, one who has his original works of art permanently displayed all around Mexico and other places a s in the United States. Rivera is worthy to study. Besides being a celebrated artist, he is a thinker, and writer of merit that explains his art.

Objectives

I. Goal: The student will become familiar with Ruben Dario, his philosophies and his art.

Objective:

1. Outside class, given a list of 15 Spanish questions pertinent to the story, the student will answer each question with a complete, correct Spanish sentence, using class text by Moore as reference. 95

2. In class, the student will answer random Spanish questions orally which pertain to the story, and discuss in more detail than four sentences, using memory as reference, 2-3 minutes allowed for a correct response. 95

3. Outside class, the student will write a paper in Spanish of 550-800 words which discusses the formative years of the artist, Diego Rivera. Include bibliography. 95

I. Objective: 3. (an alternative activity) Outside class the student will write a paper in Spanish of 550-800 words which describes the manner in which he prepared for the role he was to play in the development of Mexican Art. Include a bibliography. 95

OR Outside class the student will write a paper in Spanish of 300-500 words which discusses the places where Rivera's murals may be found, and how they got there. Include a bibliography. 95

UNIT XVa

La Vuelta A America

This unit of study continues with 1. comparative adjectives and adverbs; 2. the absolute superlative; 3. uses of PARA and POR; 4. the conjunctions PERO, SINO and SINO QUE. As in the previous units, these concepts are brought out in the text unit story, which is followed by a section of explanations for all of these concepts.

Objectives

I. **Goal:** The student will learn to think in Spanish.

Objective:

1. In the language laboratory the student will listen attentively in Spanish to the unit story on tape a minimum of three times successively. 100

2. In the language laboratory the student will listen attentively in Spanish to 10 Spanish questions pertinent to the story, and after each question he will answer in Spanish with a complete and correct sentence without material references. One minute allowed for each correct response. Repeat process a minimum of two times successively. 95

II. **Goal:** The student will understand the uses of POR and PARA.

II. Objective: 3. Outside class the student will make complete sentences from a list of 16 incomple te Spanish sentences by writing the proper word, POR or PARA, in the blank space provided, using text by Ugarte as reference.